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ABSTRACT

This document compiles leadership development ideas used at colleges and universities throughout the nation, based on information collected primarily through direct conversations with personnel at each institution mentioned in the document. in outline form, is divided into five major categories. The first and largest category describes the formats used in presenting leadership development programs. These include classes for credit, noncredit classes, retreats, a Freshman Emerging Leader Program, the Vermont Internship Program (both at the University of Vermont), one-day programs, exercises, a Visiting Leader Program, workshops, community service, outdoor leadership, volunteer referral, seminar series, symposia, a student leader training day, and a high school leadership experience program. The second major category describes how student participants are selected at various institutions; the third lists the names and titles of the programs described; the fourth describes marketing methods used to promote programs; and the final category provides miscellaneous information, including a summary of an eight-step model for setting up leadership training. (TE)

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Leadership Development Approaches

Compiled by
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Running Head: Leadership Development

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LEADERSHIP DEVELOPMENT APPROACHES

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Introduction

The information that follows was originally collected in June 1989 for the Student Activities Office of Willamette University (Salem, Oregon) for use in setting up a student leadership development program on campus. It is a compilation of leadership development ideas used at colleges and universities throughout the nation. Virtually all information was collected through direct conversations and personal correspondence with personnel at each institution mentioned. Where this is not the case, references are provided.

Presented in outline form, the information is divided into five major categories, with the first being the largest:

[1] Formats used in presenting leadership development programs;

[2] How student participants are selected at various institutions;

[3] Names or titles used to describe programs;

[4] Marketing methods used to promote programs;

[5] Miscellaneous information, including a summaries of literature covering how leadership training can be approached and how such a program can be implemented.

I. Leadership Development Program Formats

A. Class for Credit

1. Western Oregon State College (Monmouth, Oregon).

   a. Designed for at-risk students, those not interested in leadership, Older Than Average, handicapped, etc. Students' responses have been very enthusiastic.

   b. A two-term course.

   c. Each quarter begins with a retreat or kick-off event.

   d. First quarter focuses on inward skills and assessment. Meyers-Briggs is used in the 7th week.

e. Second quarter concentrates on outward opportunities for leadership.

f. Each student is assigned a faculty mentor.

2. Seattle University (Washington) - One term "Preparation for Leadership" class on leadership theory and skills.

3. Washington State University

a. One term class.

b. Goals: to teach leadership theory, organizational development, and interpersonal relationships.

c. Used assignments, journals, attendance, group project, interviews and tests. Also used Meyers-Briggs and Kolb Learning Style Inventory.

4. Brigham Young University - Titled "Foundations of Leadership Development." A seminar experience team-taught once a week for three hours. Focus is on development of the student, not on the acquiring of subject matter.

Seen in Mouritsen, M.M. and Quick, T.M. (1987, Summer). A curricular approach to ethical issues in student leadership development. NASPA Journal, pp. 62-69.

a. Curriculum: Discussion of classical works, as well as articles and talks fitting under major headings such as Epistemology of Leadership and Perplexities of Leadership.

b. Format: Discussions focusing on leadership dilemmas taken from the curriculum materials.

c. Teachers model the most important aspects of leadership by:

(1) Helping students discover how a person can gain self-actualization.

(2) Helping students interpret the meaning of things.

(3) Demonstrating that he/she can be trusted.

(4) Demonstrating a degree of self-management.

5. College of Wooster (Ohio) - "Leadership: Theory and Practice," a spring semester course for seniors and juniors.

a. Students must apply to get in (about 15 slots available). Demographic and departmental diversity is sought.

b. Curriculum:

(1) Topics include: "Historical and Idealized Forms of Leadership," creativity in leadership, psychology of leadership.

(2) Guest speakers from within Wooster's faculty are used extensively.

(3) Required readings are extensive and quite varied, ranging from Plato, Machiavelli and Shakespeare to Lee Iacocca, David Stockman and Virginia Woolf.

c. Unique feature: each student is placed with a nationally recognized leader for a three-day "acquaintanceship" during Spring Break. One student might be placed with the head of the NAACP, another with a corporate executive, while a third spends time with a leader who works with the homeless.

(1) The program's director visits each site personally to make the final arrangements for the acquaintanceship.

(2) Costs are covered by a grant from the Henry Luce Foundation. The grant will expire at the end of the 1990-91 academic year.

6. University of Vermont

a. An introductory two-credit course called "Leadership: Theories, Styles and Realities" is taught the first semester.

(1) Designed for current student leaders and covers theories/concepts of leadership and gives students the opportunity to assess their own leadership skills.

(2) Students are encouraged to apply leadership theory to their own involvement with student organizations.

(3) Topics include: leadership style, team building, power and authority, and ethics.

b. The second semester is "Advanced Seminar in Leadership."

(1) Students are challenged to expand their perceptions of leadership and apply them to organizations off-campus.

(2) Discussion-oriented.

(3) Study examples of past and current leaders.

7. University of Vermont - "Community Service Leadership," a two credit course

involving workshops and retreats for students interested in developing their leadership skills while involved in community service.

8. University of North Carolina at Charlotte - Leadership Class that is required for Human Services majors and promoted through campus organizations.

   a. Topics include self-assessment, communication, motivation and delegation.

   b. Early in the semester, class members are placed into groups. Each group selects either a community service project or an outdoor experience to conduct. The groups raise their own funds and plan the project/experience, which will conclude about one month before the end of the semester.

B. Class Not for Credit

1. Washington State University - A weekly series of programs to develop leadership skills. Fifteen sessions on subjects such as creating a vision/goals; conflict resolution.

2. Rensselaer Polytechnic Institute (Troy, New York) - Life Skills Leadership Training is a ten week, three hours per week (Mondays 3:00-6:00) non-credit course.

   a. Based upon the concepts of Kathy Allen, that students should be taught the skills they need for living, not just for leadership.

   b. Admission to the course is by application but any student may apply, including graduate students. They seek a broad age group to promote diversity and advance the conceptual development of frosh. Now the course attracts 30 to 75 applications per term for 25 slots.

   c. Heavily marketed through brochures and posters. Easy to sell because it teaches the skills needed for success.

   d. Setting is casual and learning is experiential.

      (1) No formal homework; rather the students are given information upon which to reflect.

      (2) Facilitators who are "experts" are used in a particular area are used for each session, then invited back for the first half hour of the next week's session for discussion regarding how the newly learned subject matter was applied the previous week.

      (3) Course content includes:
      Interpersonal Relations

Situation and Problem Analysis
Leadership Skills
Time Management
Stress Management
Cross Cultural Awareness
Self Awareness/Values Clarification
Delegation

e. The school identified the need for such a program when a resource center consisting simply of a magazine rack filled with photocopied articles related to leadership development was placed in a high-traffic area and they couldn't keep it filled. In 1989-90, about 10,000 copies of articles were taken.

f. The students each year evaluate the program and the program is subsequently modified.

3. University of North Carolina at Charlotte - Emerging Leaders Program especially for frosh.

a. 25 to 70 self-selected frosh participate. The ideal number is probably 40 to 50.

b. Features a one and a half day retreat off-campus the first weekend of spring semester (used to do this before the semester started but this became bothersome). Retreat's main focus is team-building.

c. Have not targeted special groups other than minority students, and minority students have responded well.

d. Students must pay a $25 fee. This is seen as a good idea because it helps ensure commitment and helps underwrite program costs. (The retreat costs Charlotte about $40 per person.)

e. Speakers

(1) Are primarily from the student affairs office, which has over 100 staff.

(2) When a similar program was conducted at the much smaller Converse College (SC), off-campus speakers were used and paid honorariums. At first faculty were used, but they did not present fresh material or teach creatively. Converse had good success in using Student Affairs personnel from other colleges as speakers. They paid honoraria of about $50, plus mileage when appropriate. They found good speakers by asking other colleges for recommendations.

f. Curriculum

(1) Topics include time management, self-esteem, program-planning, and history of UNC Charlotte (to build pride/interest in the university).

(2) Role-plays or other activities that fit the subject-matter are used each session.

g. Each student is placed with a mentor. The mentors are current student leaders or former participants in the Emerging Leader Program.

h. Meets once weekly for nine weeks, about one and a half hours Wednesday afternoons during Spring semester.

C. Retreat

1. Whitman College (Walla Walla, Washington).

a. Goal - develop appreciation for individual differences.

b. Open to all students but limited to about 40 participants.

c. Led largely by student para-professionals trained the previous April. (Whitman has a student leadership organization called LEAD.)

d. Retreat covers subjects such as group dynamics, time management, leadership styles, how to conduct an effective and efficient meeting, how to get things done, managing conflict, ethics, and personal development. Concurrent workshops might be held, one focusing on a content or skill area while the other discussed theory. Students can select the type of workshop appropriate for their level of development.

2. University of Puget Sound (Tacoma, Washington).

a. Designed for leaders of all student organizations.

b. Three days, two nights.

c. Students largely responsible for setting the agenda. Workshops on specific issues such as skills development in networking, publicity, etc. A number of slots are kept open for frosh who are not yet involved in leadership.

3. Linfield College (McMinnville, Oregon).

a. About 25 self-identified leaders from all levels of academic standing attend the Friday through Sunday retreat. There is an application process involving an essay on what leadership is, their plans for

leadership, and similar matters.

b. Agenda in the past has covered Values and Vision in Leadership, communication, role-plays, etc. A combination of leadership development and nuts-and-bolts training.

4. Penn State University, DuBois Campus - Student Leadership Conference. An intensive three-day summer program providing students with a combination of academic and practical, applied exercises. Deals with topics such as motivation, selection of student leaders, communication, delegation, publicity and time management.

Seen in Barsi, L.M., Hand, B.E. and Kress, J.L. (1985, Spring). Training student leaders--Back to the basics. NASPA Journal, pp. 26-30.

5. Seattle Pacific University (WA) - A three-day retreat in the fall for all 200 campus leaders. A generic type of approach dealing with what leadership is and then some smaller sessions.

6. University of North Carolina at Charlotte.

a. A beach retreat held at the end of the school year for next year's incoming student leadership.

b. The students possess varying levels of experience so concurrent workshops are held to meet the differing needs.

c. About 70 attend, plus a dozen advisors. Three days, two nights (though organizers would like it to last longer). The beach is about four hours away.

D. Freshmen Emerging Leader Program - University of Vermont - Thirty frosh leaders are selected and then continue to meet monthly throughout their college careers to explore leadership issues. Seminars, retreats, and panel discussions with experienced leaders are utilized.

E. Internships - University of Vermont - "Vermont Internship Program" (VIP) is a leadership development program with three options.

1. VIP Semester - a semester-long 10 to 20 hour per week internship plus weekly seminar to integrate academic theory with practical experience taught by University of Vermont staff.

2. VIP Field Studies - basically the same as VIP Semester except that the internship takes place in another community so the seminar is impractical. Credit is earned through writing "interaction-essays" which explore the content, interactions, and learning that occurs within the internship.

3. VIP Intensive - A full-time job for 7 to 12 months earning up to 18 credits.

Bi-weekly seminars and retreats are required. Assignments include keeping a journal, class presentations, assigned readings, and preparation of a professional portfolio.

F. One Day Programs

1. LeaderShop - Western Washington University (Bellingham, Washington).

   a. A half-day program held about five weeks after school starts.

   b. Features a motivational keynoter, two workshops, and sessions where, for instance, all the organizations' treasurers meet together while all the vice presidents are meeting together. Workshops are led by Residence Hall Directors and past Resident Assistants.

2. All Campus Leadership Day - University of Vermont.

   a. Held in October, the day has two parts.

      (1) One teaches the value and challenge in developing groups by using a ropes course.

      (2) The other half allows students to attend a variety of workshops designed to help them work well with campus organizations and strengthen their leadership abilities. Topics include: meeting management, delegation, assertiveness, and motivation.

3. Leadership Conference - Washington State University - A one day program with three sessions plus a keynote speaker.

4. Assessment Center Program (A.C.P.) - Western Washington University.

   a. An intensive one day program open to many campus leaders.

   b. Places students in three role-play exercises (e.g. - a meeting of six student leaders determining how to spend a sum of money from the trustees. Each has a different plan they favor but they must come to consensus). At the end of each session they are given feedback by observers called assessors. (After a student has been through A.C.P. once, he/she is qualified to be an assessor.)

G. Exercises

1. "Confrontation House" or "Behind Closed Doors" - Western Washington University.

   a. Similar to Assessment Center Program.

b. A student is given a confrontational scene to deal with, so the situations carry a higher risk than A.C.P. (e.g. - Leader must tell a group of students they can't have funding for an event; RA must go to a party that is not approved to shut it down, etc.) The student has a partner who is there to assist/support him, but he is the one dealing with the situation. Student is able to "call time-out" to ask for advice, for instance.

c. Afterward, observers/people in the group being confronted give the student feedback.

2. Challenge Course - Western Washington University -a low risk obstacle course that can be completed only through physical teamwork. A fun way to promote team-building. When the right facilitator is involved, much content can be included.

H. Visiting Leader Program - University of Vermont. Each year four nationally recognized leaders and their spouses come to campus for four day visits. During these visits, their activities include:

1. Guest lecturer in Advanced Leadership Seminar, also meeting personally with each member of the Seminar.

2. Teach a session of the introductory leadership course, "Leadership: Theories, Styles and Realities."

3. Meet with students in classes and organizations related to the leader's area of expertise.

I. Workshops

1. Seattle University (WA) - A series of workshops, each on a different topic such as budgeting, assertiveness, conflict resolution, cross-cultural concerns, group dynamics, leadership styles, managing a meeting, and time management.

2. University of Vermont - Workshops are offered by the Student Activities Office on demand regarding specific problems a student group might face. Subjects include: Budgeting, Interviewing Skills, and Recruitment of Members. Seattle Pacific University offers similar workshops.

J. Community Service - Seattle University (WA) - Getting students involved in serving those in need.

K. Outdoor Leadership - University of Vermont - Called the WILD program (Wilderness Instructors Leadership Development), this program is designed especially for leaders of Outing Clubs.

L. Volunteer Referral - University of Vermont - A listing of community volunteer

positions. Students are assisted in clarifying interests, needs and skills so that they can choose a good assignment. Volunteers in Action (VIA) is a student group that takes on volunteer projects.

M. Seminar Series

1. Leadership Seminar Series - Washington State University - Monthly workshops led by WSU faculty/staff. In the evening during Spring semester.

2. LeaderWorks - University of North Carolina at Charlotte.

a. Open to anyone on campus, the classes are topical and taught by campus personnel.

b. Used to be called the "Presidents Club" but that led students to believe that only organization presidents could attend.

c. Similar to Charlotte's Emerging Leaders Program but without a retreat.

N. Symposia - College of Wooster (Ohio) - nationally recognized leaders are brought to campus to speak on issues related to leadership. This is open to the entire college and community but special effort is made to see that the college's leadership class students are able to personally meet with the leaders.

O. Student Leader Training Day - Western Washington University - before school starts, Resident Assistants are told how to fulfill leadership functions such as running an election and hall meetings.

P. High School Leadership Experience - University of Vermont - Fifty area high school leaders are invited in August for one and a half days of leadership training. Utilizes a rope course, workshops, and a community project.

II. Selecting Participants

A. University of Vermont - For the Emerging Leader Program

1. Each October student organization leaders, advisors and residence hall staff members are asked to nominate frosh who demonstrate leadership interest and potential.

2. The nominees are then asked to apply to the program and participate in a group process exercise.

3. Thirty are selected, based on their ability to work well in a group and their leadership experience/potential.

B. Penn State, DuBois Campus - task is shared by Student Affairs Staff and incumbent student leaders. Have found that effective leaders possess the following identifiable personal traits:

1. A well-developed, internalized value system. Able to implement values in daily life. Respect for the institution.

2. Good human relations skills. Likes people and works well with all campus constituencies. Able to keep confidences.

3. Flexible and receptive to new ideas.

4. Insight and perception. The capacity to evaluate conditions and events as they actually are, rather than how others suggest they are. Offer creative solutions to problems.

5. A healthy, positive, realistic self-concept. Mature. Welcomes the responsibility of serving as a role model for peers.

Seen in Barsi, L.M., Hand, B.E. and Kress, J.L. (1985, Spring). Training student leaders--Back to the Basics. NASPA Journal, pp. 26-30.

C. College of Wooster (OH) - looks for departmental and demographic diversity.

D. Rensselaer Polytechnic Institute (NY) - Admission to the course is by application but any student may apply, including graduate students. They seek a broad age group to promote diversity and advance the conceptual development of frosh.

E. Western Oregon State College - Actively seeks students who have not had the opportunity or necessary support to achieve leadership potential.

1. In the spring, faculty/staff identify students with leadership potential. These students are provided with application forms and 30 are selected for participation the next fall.

2. Application questions cover career goals, why WOSC was the student's college choice, whether student is first in his/her family to attend college, interest in leadership development programming and, most importantly, "If you won the lottery, what would you do with your money?"

F. Self-selection

1. Linfield

2. University of North Carolina at Charlotte - For their Emerging Leaders Program they take students on a first-come basis. Did not want to have an application process, thinking that if they did, they would tend to select students with leadership experience.

III. Program Names

A. LEAD - Leadership Education And Development - Seattle University (WA),

Washington State University.

B. LEAD - Leadership Encouragement and Development - Whitman College (WA).

C. Leadership Identification Program - Western Oregon State College.

D. Linfield Leadership Labs - Linfield College (OR).

E. LeaderShop - Western Washington University.

F. Leadership Summit '87 - Whitman College (WA).

G. Live, Lead and Learn - Whitman College (WA).

H. Lifeskills Leadership Training - Rensselaer Polytechnic Institute (NY).

I. EXCEL - Expanded Curriculum for Excellence in Leadership - University of Tampa (FL).

J. Leadership and Liberal Learning - College of Wooster (OH).

K. Presidents Club - University of North Carolina at Charlotte.

L. Emerging Leaders Program - University of North Carolina at Charlotte.

M. LeaderWorks - University of North Carolina at Charlotte.

IV. Marketing

A. Brochures

1. Washington State University - covers what the American College Personnel Association (ACPA) leadership model is and describes students' options.

2. University of Vermont - covers what leadership is, describes leadership development programs, discusses available services such as the leadership newsletter, talks about and lists opportunities for involvement.

3. University of Vermont - tells about volunteer and internship opportunities, describes the Center for Service-Learning.

4. Seattle University - uses quotes from John Gardner, gives purpose and overview of program, discusses four leadership development options, includes a registration form.

B. University of North Carolina at Charlotte promotes its Emerging Leaders Program during frosh Summer Orientation. They also market it through campus organizations and living groups, and to minority students.

V. Miscellaneous

A. Each June, the National Association for Campus Activities (NACA) holds a student leadership conference on the West Coast.

B. There is a leadership development conference held annually on the East Coast that brings together corporate and academic leaders. Contact:

Barbara Kovach
LeaderStyle
School of Business
Rutgers University
New Brunswick, NJ 08903

C. A list of processes that can be employed in leadership training:

1. Lectures and Discussion - While some prefer one method over the other, the author supports using both, depending upon the situation. Both are equally effective methods. Suggests that lectures be followed by small group discussion. "Discussions [alone] may be ineffective poolings of ignorance ...."

2. Role Playing - "Appears to add to leadership skills in dealing with human relations problems." Requiring participants to criticize their own performances may be positive.

3. Simulations - such as In-Basket problems or games.

4. Computer-assisted and Programmed Instruction.

5. Sensitivity Training.

6. Behavior Modeling - one approach used is to view a film showing a model supervisor dealing well with a situation, followed by group discussion, role playing, and feedback from the class.

7. On-the-Job Leadership Training.

Seen in Bass, B.M. (1981). Stogdill's Handbook of Leadership. New York: The Free Press, p. 553.

D. An eight-step model for setting up leadership training.

Seen in Janosik, S.M. and Sina, J.A. (1988, Winter). A comprehensive planning model and delivery system for leadership training programs. NASPA Journal, pp. 180-184.

1. Assess the Environmental Climate--to determine who will support the effort and who must be converted--by identifying:

a. The degree of support available;

b. The degree of student interest;

c. The number of competing programs already in existence;

d. The campus politics that might come into play.

2. Define the Strategies for Change. Build a wide base of support, ensuring that key decision-makers are advocates.

3. Identify the Methods of Training. Integrating a variety of training methods is recommended (e.g. -academic courses, retreats, seminars, individual group consultations, newsletters).

4. Target the Population. Important to target specific groups so training can meet individual needs. Trying to target too broad a group may make efforts to general to be useful. Too large a population may prove too costly to serve.

5. Develop your Leadership Team.

6. Develop the Programs. Clear training goals must be identified.

Newton's six stage approach is recommended, as seen in: Roberts, D. (1981). Student Leadership Programs in Higher Education. Carbondale, IL: ACPA Media, Southern Illinois University Press, pp. 29-39.

7. Implement the Programs.

8. Evaluate the Programs.

a. Self-evaluation inventories can be used, but more sophisticated measures are encouraged.

b. Three levels of evaluation are suggested:

(1) Assessing participant satisfaction;

(2) Assessing the degree of skill acquisition;

(3) Assessing the degree of skill application.